



We're
Going on a
Picnic

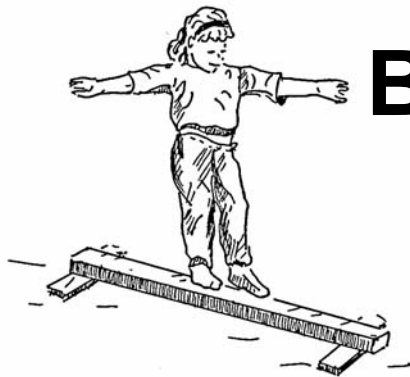
By
Pat Hutchins



Books and Movement – A Magical Mix

Ask Mr.
Bear

By
Marjorie Flack

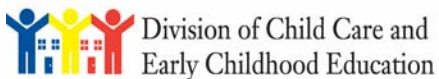


B.A.M.M.M.!

May 2006
I Can Jump

Silly Sally

By
Audrey Wood



Jump, Frog,
Jump!

By
Robert Kalan

B.A.M.M.M.!

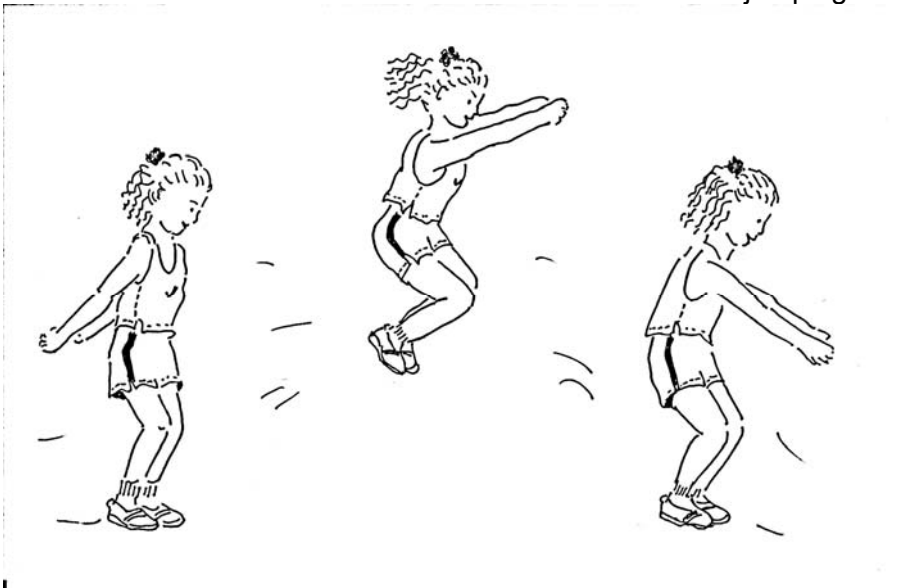
Books and Movement – A Magical Mix

Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 <i>September 2005</i>	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 <i>November 2005</i>	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 <i>March 2006</i>	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 <i>April 2006</i>	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 <i>June 2006</i>	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Learning Activity #10 – I Can Jump!

Book: *Jump, Frog, Jump!* By Robert Kalan

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops and skips</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<p>➤ Jumping and landing</p>
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Jump, Frog, Jump!</i> By Robert Kalan ✓ Finger play/song: Five Little Speckled Frogs ✓ Hula hoops – 24” to 30” in diameter ✓ Personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Introduce the song “Five Little Speckled Frogs” • Teacher and children sing and hold up correct number of fingers as they go. <p><i>Five little speckled frogs sitting on a speckled log</i> (Hold up 5 fingers)</p> <p><i>Eating a most delicious bug. Yum! Yum!</i> (Pat tummy)</p> <p><i>One jumped into the pool</i> <i>Where it was nice and cool</i> (First finger jumps into pool)</p> <p><i>Then there were four little speckled frogs. (Hold up 4 fingers)</i> <i>Glub! Glub!</i></p> <ul style="list-style-type: none"> • Repeat lyrics and actions for first verse, changing the number of frogs to 4, then to 3, then to 2, then to 1, holding up the correct number of fingers. <p><i>One little speckled frog, sitting on a speckled log</i> (Hold up 1 finger)</p> <p><i>Eating a most delicious bug. Yum! Yum!</i> (Pat tummy)</p> <p><i>He jumped into the pool</i> <i>Where it was nice and cool</i> (Last finger jumps in pool)</p> <p><i>Then there were no little speckled frogs</i> <i>Glub! Glub!</i></p> <ul style="list-style-type: none"> • Whisper the last two lines: <i>Then there were no little speckled frogs.</i> <i>Glub! Glub!</i>
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Jump, Frog, Jump!</i> • Show the cover, give title, author and illustrator. (Explain that author is the person who writes the book and illustrator is person who draws the pictures.) • Ask children to look at the cover and predict what the story is about. • Call attention to all of the animals on the cover.

	<ul style="list-style-type: none"> • Ask children if they know what the frog is sitting on. Introduce “lily pad.” • Read book with children sitting so all can see the pictures as you read. • Review the book by showing children each page and letting them tell what is happening on that page. Encourage them to “read” the pages that say “<i>Jump, frog, jump!</i>”
<p>Extend the Story</p>	<ul style="list-style-type: none"> • Ask children to stand and hold hands to form a circle. • Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others). • Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet. • Stand in the middle of the circle and demonstrate jumping. <div data-bbox="488 709 1385 1293">  </div> <div data-bbox="513 1325 750 1360"> <p><u>Step 1 – Take off</u></p> </div> <ul style="list-style-type: none"> ○ Bend knees and crouch body, ready to jump. ○ Swing arms forward and upward to take off from the ground. <div data-bbox="513 1528 717 1564"> <p><u>Step 2 – Flight</u></p> </div> <ul style="list-style-type: none"> ○ Extend arms into the air as feet leave the floor. <div data-bbox="513 1663 750 1698"> <p><u>Step 3 – Landing</u></p> </div> <ul style="list-style-type: none"> ○ Land on both feet. Land with feet apart and body over feet.

	<ul style="list-style-type: none"> • Allow children to practice jumping, following the steps listed. • Observe children to determine those that need additional help with jumping. • Notice when children are becoming tired and invite them to sit down for the concluding activity.
Conclude the Session	<ul style="list-style-type: none"> • Lead the children in a finger play <p><i>"Glub, glub, glub" said the little green frog one day. "Glub, glub, glub" said the little green frog. "Glub, glub, glub" said the little green frog one day. As he jumped, jumped, jumped away. (Jump fingers three times.)</i></p>
Try these additional activities	<p style="text-align: center;">Be A Frog</p> <ul style="list-style-type: none"> • Repeat the song, "Five Little Speckled Frogs" with the children. • Allow five children at a time to be speckled frogs and take turns jumping into the pool. • Allow all children a turn. If a child does not want a turn, respect that decision. <p style="text-align: center;">Jumping Into Ponds</p> <ul style="list-style-type: none"> • Allow children to practice jumping into ponds which can either be made from circles of yarn or can be hula hoops. <div data-bbox="609 1211 1252 1602" data-label="Image"> </div> <ul style="list-style-type: none"> o Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops. o Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next. o Stress taking off from two feet and landing on two feet. Demonstrate if necessary.

- o Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- o Allow children additional opportunities to continue to practice jumping.
- o Vary the difficulty by extending the space between the hoops from six inches to twelve inches.

Jumping the Creek

- Place two pieces of rope (5 to 6 feet lengths) parallel on the floor or ground. Explain to the children that this is a creek and that they are to jump over it.
- Stress taking off from two feet and landing on two feet.
- One at a time have children jump over the creek.
- Vary the difficulty by increasing the distance between the two ropes.

Lily Pad Jump

- Use personal space markers as lily pads or cut out the pads from green construction paper.
- Place the personal space markers or lily pads on the floor and have the children jump from one to the other.

Teacher Safety Note: If using construction paper lily pads, tape them securely to the floor to prevent slipping.

Jack Be Nimble

- Include this activity as a transition activity from circle time to learning center time, for example.
- Place a block that children can safely jump over in the center of the circle.
- Ask one child at a time to jump over the block while you and the children chant the following, substituting the child's name for "Jack":

Joshua be nimble,

Joshua be quick.

Joshua jump over the candlestick.

Literacy and Math Activities

Storytelling

- Make story telling figures (felt, magnetic, etc.) of animals from the book, *Jump, Frog, Jump!* plus figures of two boys, a net, a basket, and lily pads. Animals are: frog, fly, fish, snake, turtle.
- Tell story, *Jump, Frog, Jump!* using the story telling figures.
- Place the figures and storyboard in book area for children to use independently.

	<p style="text-align: center;">Frogs on a Log</p> <ul style="list-style-type: none"> • Make 10 smaller frogs and a log that is long enough for the ten frogs to sit upon. Make these so they can be used on a magnetic board. • Use the smaller frogs and log to sing the song “Five Little Speckled Frogs.” • Gather a small group of children (3 to 5). You will need a magnetic storyboard, the log, the ten small frogs and magnetic numerals (Begin with the numeral 1 and go as high as your children are ready for, up to 10.) • Place the log on the board and add a numeral under it. • Invite one child to place the correct number of frogs on the log. • Allow each child a turn. • Vary the difficulty of this activity for individual children.
Additional Books	<ul style="list-style-type: none"> ❑ <i>Frog Went A Courtin’</i> by John Langstaff & Fedor Rojankovsky ❑ <i>Hop, Jump</i> by Ellen Stoll Walsh ❑ <i>In the Small, Small Pond</i> by Denise Fleming ❑ <i>Frog on His Own</i> by Mercer Meyer ❑ <i>No Jumping on the Bed</i> by Tedd Arnold ❑ <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christelow ❑ <i>Frogs</i> by Gail Gibbons
Resources	<ul style="list-style-type: none"> ✓ Refer to A Story a Month, May 2003, <i>Jump, Frog, Jump!</i> http://www.arkansas.gov/childcare/jumpfrog.html ✓ Personal space markers can be ordered from equipment catalogs or from school supply catalogs ✓ Refer to A Story a Month, July 2004, “Jack Be Nimble” http://www.arkansas.gov/childcare/jacknim.htm

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *Jump, Frog, Jump!* by Robert Kalan and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.